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ABSTRACT

This is a report of a conference which dealt with articulation between the community college and the publics it strives to serve: (1) the university, (2) the community, (3) the high school, and (4) the students. Conclusion emphasized were: (1) a guidance program oriented toward a life career must be articulated in the public schools from first grade through graduate school; (2) the community college can and should be the coordinating unit for many different municipal, state, and federal agencies; (3) effective articulation is a statewide concern which requires interinstitutional cooperation; (4) the division between community college and high school is a problem area that may be improved by joint counselors and shared teachers; (5) the problems encountered by many transferees need to be minimized; and (6) students need to view the university as a service structure rather than a power structure. (RN)

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PROCEEDINGS

THE FOURTH

COMMUNITY COLLEGE CONFERENCE

JANUARY 20-21, 1972

COLLEGE OF EDUCATION
ARIZONA STATE UNIVERSITY

EDITED BY DR. QUENTIN J. BOGART

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February 9-10, 1973

FOREWORD

Traditionally, the junior college has limited the term "articulation" to the ease, or lack of it, that its students have in transferring to the university--to questions of parallel courses and programs, common marking practices, and evaluation of credits. This aspect of articulation is of continuing importance and demands ongoing cooperation between the college and the university.

Leland Medsker and Dorothy Knoell's study at UC-Berkeley and John McMillan's study at Arizona State University are recent attempts to survey the transfer aspect of this type of articulation. Other writers in the community college field have addressed themselves to the university-community college articulation process, too. Arthur Cohen and associates in the new book, The Constant Variable, deal at some length with the transfer student, reviewing selected research related to articulation at this level. The Two-Year College: A Social Synthesis also focuses extensively on articulation--but at all levels. Its authors, Clyde Blocker, Robert Plummer, and Richard Richardson, Jr., devote an entire chapter to it. Articulation with the community and its power structures, the public schools, labor organizations, business and industry as well as the university are some of the topics discussed.

Perhaps the capstone for an introduction to the Proceedings of the conference dealing with articulation might most appropriately come from Dr. Medsker, one of the great contemporary community college leaders, who, in a 1970 address at Santa Fe Junior College in Florida, predicted that

> "...the community college of the future will have new responsibilities. It will be called upon to serve an even more diverse younger group of students than it does now....The multiplicity of community college purposes will be even more pronounced. It will have to do an efficient and flexible job in career education. Its role in continuing education and in serving adults will increase in significance. Its programs will have to appear to be relevant to the social, political, and economic problems of the times. And if it fails in any or all of these responsibilities, those who are responsible for it must realize that it is expendable and that other institutions will be called upon to perform these tasks."

With these words the scene is set and the need underlined for a renewed look at articulation between the community college and the publics it strives to serve.

WELCOME by Dr. Karl Dannenfeldt, Vice-President of Academic Affairs, ASU

We are pleased with the work of the Center for Higher Education as evidenced by conferences such as this and the many other developing associations this university has with community colleges; and, of course, we are very pleased that you are here today to participate in discussions of what is a very important subject--articulation.

My Webster's dictionary defines "articulation" as "a movable joint between two rigid parts". That is one definition of "articulation". It struck me that there are still some transfer students that feel that way. Sometimes, I am sure, we (community colleges and university) do appear rigid. I feel that articulation between the community college and university is basically good. There is room for improvement, and it is a conference such as this that will lead to better articulation.

We are pleased to have you here.

WELCOME by Mr. Ben Cohen, representing the Arizona State Board of Directors for Community Colleges

I bid you welcome from the State Board of Directors for Community Colleges. The Arizona State Board is happy to co-sponsor this fourth conference in conjunction with ASU. I hope you all find it a very informative session, and I hope that you all participate so that we will all gain many new ideas and also chart some new paths that we can follow in setting the course of community college affairs for the coming years. Thank you very much.

ARTICULATION OF CAREER GUIDANCE IN THE PUBLIC SCHOOLS OF ARIZONA

by W. P. Shofstall

Two conclusions, and subsequent observations, made by the late, great scholar-philosopher, Sigmund Freud, have not only withstood the attempts of numerous detractors, but are still being supported by current research and authoritative opinion.

In 1959, Freud wrote that "work is the link that binds man to reality".[1] In 1967, a report on career guidance by a subcommittee on specialized personnel of the U. S. Department of Labor wrote "work can be viewed as man's aim and end, or as his instrument. Whatever the view, our nation can no longer afford the vagueness, haphazardness, and error to which individuals are so frequently abandoned in their career choices. The fate and welfare of the United States and its people are now, and for sometime will remain, substantially dependent on . . . the cultivation and employment of (all of) the nation's talent".

Permeating all of Freud's writing is the concept that early childhood is the most important, most formative period of one's life. This is most certainly supported by recent research.

The Harvard Pre-school Project conducted by Burton L. White, and the research results published in 1964[2] by Dr. Benjamin S. Bloom of the University of Chicago, both irrefutably support Freud's early childhood theory.

This means that career guidance, in conjunction with career education, should begin as early in a child's educational pattern as is feasible, and should continue until the individual has found a self-satisfying place in his society, and in his economic environment.

Generally, children in elementary school (K-6) tend to have unrealistic concepts of the world of work. They do not relate themselves to a productive society. There is need, therefore, for educational activities which will develop a positive attitude toward the world of work; a positive self concept; and the need to begin the development of skills essential to the process of decision making. Ideally, such a process will be designed for the needs of a specific

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[1] Civilization and its Discontents, (Garden City, New York: Doubleday and Company, 1958) pp. 21-22.

[2] "A Child's Mind," Life Magazine, December 17, 1971 issue, pp. 63-68.

student populace, and will lead to sequential educational - decision making for career development that would be carried through to the adult life stage.

The point at which decisive decisions are made is relatively unimportant. Basic in importance is adequate preparation to make decisions--a learned willingness to make decisions, and the realization of the responsibility for accepting the consequences of such decisions. More specifically, the elementary school in the future must develop programs that will help students to be:

A. Recognized and accepted as individuals regardless of color or differences in cultural values.

B. Provided opportunities to broaden identity with a variety of role models, and the significance of each in the community as a whole.

C. Helped to experience successes.

D. Helped to learn the ingredients necessary to the process of decision making including the importance of facts, attitudes and philosophy.

E. Provided a broad occupational exposure via textbooks, brochures, curriculum and other available media as a basis for future career decisions as well as hands-on experience.

Evidence that the above has transpired, and to what degree, should be relayed to the junior high school (grades 7-9) where pupils are beginning to relate to the adult world.

We need to rehabilitate the concept and the practice of the accumulation record used in the thirties but discarded. Doctors are using it today more and more. Why shouldn't the teacher be interested in articulation?

Present educational procedures do not provide for sufficient training or information which allow youngsters to project themselves into our adult world. An adolescent must have information and exposure which would include:

A. Hands-on experiences to explore possible occupational avenues.

B. Descriptions of movements that will carry him to his intended goal or goals.

C. Relevancy--that is, the direct and indirect relationships of what one is now doing or studying with what he eventually wishes to do or become.

D. The opportunity to explore the questions, "Why work?" and the relationship between work, self-fulfillment, and social acceptability.

During the later adolescent years (grades 10-12), the typical student is confronted with the necessity of making decisions which will permit him to make

the transition (mastery of developmental tasks) from youth to adulthood. At this point, and too frequently, little time has been used by anyone in helping him assess his capabilities, his interests, or his aptitudes. Too often he is adjudged a success or failure on the basis of a grade record based largely upon a presumed interest in college and a necessary interest in material he considers an element in his career. This relevancy to reality is now being questioned not only by students, but also by a few educators and by many businessmen and professional people. Unfortunately too many classroom teachers do not know the relevancy of their own subject matter. A good example is the English teacher who sees no relevancy of Shakespeare to the problems of the modern student. Or, the Mathematics teacher who can't relate Mathematics to either a career or everyday life.

At this level the student needs to understand:

A. That many variables can effect a career decision.

B. That rapid change is an inherent and significant fact but that the permanent things are of even greater importance.

C. That such changes may force several reexaminations of career goals, and that such examinations with attending redirections, are to be expected, and not to be equated with failure if we are thoroughly oriented in the permanent values.

Many youth now completing high school, or dropping out of formal education before graduation, are without salable or productive skills, or without preparation for entry into advanced training programs. In some cases the concept of self, of work, and the world of work is negative. Many of these, who are 21 years of age, or older, or who have passed a high school equivalency test, need continuing opportunities for assessment and reassessment of self, of interests, of aptitudes, skills, and for knowledge of opportunities to prepare and enter into an appropriate occupation. The number of young people unprepared in either attitude or skills can be decreased only by making career education and the entire educational process synonymous in theory and in practice from kindergarten throughout formal education and adulthood.

During the past decade the community colleges in Arizona have led hundreds of youngsters and adults successfully through the above complexities but they have been merely picking up the pieces and not carrying on a process we now call career education. There exists in the community college too much of a dichotomy between academic/non-academic which shouldn't exist. We believe the pressures of these times which encompass the determined need for career education, plus the changes effected by cybernetics and advanced technology, will cause the legislature, and society in general, to turn to our community colleges for a far greater range of non-professional, career programs than now exist. The better the job done in elementary and secondary schools the more need for articulation with the community college. The community college must become vitally concerned with what goes on in the elementary and secondary experience of the child.

Of course all educators must keep abreast of the employment needs of our current and developing economies. Hopefully, courses and programs can then be developed to meet all current, as well as emerging labor market demands.

And, this suggests an element in the problem of articulation in education we seem to have ignored. This missing element is belief in the work ethic. The happiness syndrome seems to have completely obliterated work as a road to a meaningful life. For example, when we mention the "labor market" don't most of us think of the man who works with his hands only and not the man who performs a delicate operation or composes a symphony?

Articulation is essential if all education is to become career education and all education must become career education or formal education will be supplanted by informal education and private education will supplant public education. The community college is the crucial link in the career education process because more students should terminate formal education at the community college level and articulation both above and below the community college is absolutely essential if the community college is to play the role it has set for itself.

Articulation is greatly deterred by the university if it does not serve a unique function in the system of formal education. The university which tries to be all things to all students is a real handicap for the student who started in first grade a well articulated program of career education.

The university should not try to compete with the community college; they both have unique functions. The student whose formal education terminates with the community college stands as high in the eyes of himself or his fellow citizens as the one who finds his right niche in life at the end of the eighth grade. Neither does the graduate student have any more stars in his crown. This is an ideal situation.

This adaptation of education to the needs and interests of the individual is possible only with a well articulated program of career education.

We must articulate a guidance program oriented toward a life career in the public schools from first grade through graduate school.

Finally, career education is more than vocational guidance or vocational education. Career education is academic education which is related to living, making a living, citizenship and learning to learn. Career education is functional education from the first grade through graduate school. Basic to all education is the articulation of career guidance.

ARTICULATION WITH THE COMMUNITY

Introduction: Dr. John T. Condon, Executive Director, State Board of Directors for Community Colleges

This afternoon our topic is Articulation with the Community. This covers a number of areas as we have experienced it in the community college. The term "community" is not as small as we may have thought originally when we were thinking and learning about community colleges. Particularly in Arizona, our community is no longer a five-to-fifteen mile radius but in some instances 75 to 100 miles from the home institution.

Articulation may cover areas as wide as: (1) the serving of community members on advisory boards to the college and to public-relations-type activities, (2) the cultural events planned by the community college, (3) the speakers bureau, (4) the use of talented people within our community in part-time service to our college as instructors, and (5) many other areas articulation could cover as related to our community college.

Stimulator: Mr. Ben Cohen, State Community College Board Member from Pinal County

The problems involving articulation between the community and the community college are entwined in the basic precepts which define the role of the community college. My presentation and discussion will deal specifically with certain areas developed in Pinal County for better coordination of the activities of Central Arizona College within the framework of the county as a whole.

To deal with the myriad of problems confronting our communities, states, and nation, two types of post-high school public facilities have been established, by concept and by legislation, to deal with the educational solutions to the socio-economic problems which confront us. These are the four-year college and university system and the community college system.

Statistically, it is valid that almost the entire populace of the United States is in need of some type of skill training. Now, the traditional four-year college or university has always thought of itself as one which trained people for the professions and higher technologies. If this assumption is valid, it has been statistically confirmed that positions of this type make up about 20% of the jobs within our work force. This means that the balance of the adult work force must be trained by another institution different from the four-year college and university. The community college, then, is the logical institution to answer this problem.

A person's length of stay in a community college can be anywhere from two

weeks to two years depending on the program entered. From time to time, he will have to re-enter the community college for upgrading and retraining.

In Arizona, and primarily in Pinal County, 50% of the people who enter first grade to not graduate from high school. The average grade median of achievement in Pinal County is 8.5 for all citizens with certain groups like Indian and other minorities running as low as 4.7 years of formal education. Of the group that actually stays in high school and graduates, currently less than 50% attempt any kind of post-high school education on a formal basis. Of the 40-50% of high school graduates who enroll in a two-year or four-year college or university, only about 50% are capable of doing university-level work as entering freshmen. Less than 20% of our total population in the county on the average is ready and capable of achieving success in university-level work without further development of basic skills.

Keeping this in mind, it is relatively easy to see that 75-80% of the population is ready to enter the job market by taking skill training of two years or less. A full-fledged community college should encompass the following areas if it is to do the job it is supposed to do: university parallel; vocational or career education; skill trades which are supportive of vocational education; and developmental education to provide basic skills in reading, writing, and arithmetic up to a level educationally from where they can progress into a higher skill type of training. This developmental education is a very important area which must be interpreted to the community-at-large. It must be remembered that the community college as we know it today is still rather new on the educational scene and many people in the community do not understand many of its functions other than that of the college parallel.

It should be the responsibility of the community college to consider the economic and geographic factors within the district's limits. Since not all areas of the county district are easily accessible to the main campus, the community college should take the campus to the community. There should be no reason to penalize those who live away from the main campus by making it difficult to continue their education. They are paying for the services offered by the college through their local tax rate and therefore are entitled to reasonable opportunity to take advantage of them. This would eliminate the need for lower division university extension programs within the county. Note, I didn't mention upper division. There should be a greater demand for these types of extension services because of the existence of a community college.

At Central Arizona College the organization of the school is set up specifically to serve the community-at-large. There are, besides the regular academic deans, executive deans for the eastern and western sides of the county. It is the job of these people to coordinate the needs and desires of industry and the other private sectors in the area with the objectives and goals of the college. To this end, a bond issue has been just recently passed which will enable the school to construct a satellite campus on the eastern side of the county to service these people who, because of distance, cannot take advantage of the services on the main campus and which deal primarily with the mining

related technologies. As the influence of the college begins to spread, one can begin to envision the community college itself as an evolving community in and of itself.

In order to do the job, a community college must work with many different state, municipal, and federal agencies. The college can and should be the coordinating unit for these agencies. In Pinal County, a unit called the Inter-Agency Council was formed to achieve the objectives the college envisioned. The Council serves as a means of communication and dissemination of information between agencies and had eliminated much duplication. In addition to this type of council, a number of citizens' advisory committees are utilized in helping the college to set curriculum and for setting policies for insurance, etc. The makeup of these committees must be composed of college administrators and teachers, those persons involved within the area being studied, and neutral parties. All of their activities are coordinated by an academic dean who must keep track of all the committees assigned to him and keep them working toward the goals set. The primary objective of these committees should be to see that all manpower needs are met locally. Industry should deal with the community college who can help with calls on different agencies to arrange conferences, pre-employment interviews and OJT programs.

In addition to these areas, the college must also work with Migrant Opportunity, the Indian Community, Arizona State Prison, Arizona Children's Colony, Model Cities, the local college foundation, Veterans Administration, etc. along with the local Board of Supervisors and the County School Superintendent.

It must be remembered that in its infancy, every new community college will have its "honeymoon period". However, after about three or four years the honeymoon is over and many of our colleges are beginning to find that out now. At this stage the college must do a very concentrated public relations job. By this time they will have had faculty problems which may have strained community relations and the college will be questioned about transfer of credit to the four-year institutions. It will have problems involving athletics and problems of whether or not to do business entirely within the county or not. It will have expansion and other problems. It is at this stage that the college will have matured and the community and county will encounter the realities of supporting an educational facility within its borders.

(Credit for much of the material in this discourse must be given to Dr. Don Pence, President of Central Arizona College. Much of the material presented was given by Dr. Pence to the members of the Senate and House Interim Committees on Education in 1969.)

Reaction Panel Summary

Mr. Jim Maize of Kennecott Copper gave the background of Central Arizona College in Pinal County and the relation between the mining interests and the college. Although it is a small county, there is a problem of transportation east-west across the county. In 1963, he and a group of people were against

the formation of a narrow program college as initially planned; in 1968, because of a new orientation to a comprehensive program, they favored it. The proposed east campus near Hayden has been approved. A primary kind of instruction there will be technology for heavy industrial training. Central Arizona College has been providing extension courses in that area. Maize commented on the rapid growth of the college.

Mr. Homer Lane spoke of the relation between community colleges and the business community. He stated that the relationship in Maricopa County is "pretty good" but could be improved by the district's working more closely with the people who are going to employ its product. He cited the improved relation between the broadcasting business and the community college in Phoenix. He expressed the belief that the business community can offer a great service to the community college if the community college wants it and if business is asked to contribute. He stated that some of the courses in community colleges tend to "overprepare" a young person to enter the business in which he hopes to be employed.

Discussion

Question: How can the community college best serve the needs of local industry realizing that most heads of industry are more aware of university-type programs than those of community colleges?

Generally, there is a lack of communications between community colleges and industry. Business leaders probably would be happy to make recommendations and contributions to the community colleges if the colleges were really interested. In Mr. Lane's experience, most institutions seem to neglect the commercial side of business.

Mr. Maize referred to Central Arizona's administrators as pharmacists who fill the prescriptions of industry and others to prepare and train the kinds of technicians needed by them.

Question: Should students be represented on boards of community colleges, and, if so, should they have a vote on all matters or on all except money matters?

The advantage of having a student on the governing board is to give input to the board. Arizona law does not allow a student to have a voting membership on the board. It was agreed generally that there should be student representation of some type. Pima College was cited as an example of involvement of students on committees. Dr. Pence of Central Arizona clarified that legislation is by the elected board but that recommendations can be made by committees. He cites this as participation in decision-making.

Question: There seems to be a lack of communication between the community college and its various publics. Do you feel there is need for a qualified public relations person in each district and will this alleviate some of its problems in dealing with its publics?

Such an activity should start with the Arizona State Board of Directors for Community Colleges. Mr. Maize felt that in the area of education the schools are often misunderstood and could benefit from a PR program.

Question: Related to curriculum, when and where can the community college make inroads in career-vocational education?

The panelists believed the major obstacle to making changes is the image of certain types of work. Information dispensed in grades K-14 is being used to influence children. Parents should be the target of this kind of information. There is a bill pending in the Arizona legislature now to make money available for equipment for career education. Mr. Maize blamed parents and educators for not reading the signs of the future in terms of needs for certain careers and directing students into programs to prepare for them. Parents could be informed through the community college and other educational institutions. Mr. Lane mentioned the isolation of educators in some areas from the business community while an example was cited of disinterest by an advisory council. He indicted the counselors for ignoring the voluntary assistance of the Rotarians as a specific illustration of the problems involved. He said that counselors often do not have personal experience in business and are often oriented toward the four-year college. Perhaps a goal of the community college is to prepare people for several occupations. It was mentioned that counselors often are used as objects of criticism because districts fail to outline the goals of counseling and because counseling job descriptions frequently do not exist.

STATE OF ARTICULATION IN THE COMMUNITY COLLEGES

by Dr. James L. Wattenbarger

A recent article in a business magazine blasted colleges and universities because their graduates "couldn't do anything" upon graduation. "Those persons we employ holding Baccalaureate degrees still have to receive on-the-job instruction, sometimes extending over an entire year," the business men were quoted as saying. "The cost for this training averages $1500," they further stated.

A number of state legislators threatened to cut back appropriations for the universities unless they accepted D grades in transfer from the states' community colleges. A state senator suggested that the Carnegie Commission had a good idea in their proposal to eliminate one year of the B.A. degree (that is, at least, the interpretation he gave to the Less Time, More Options volume). He prepared legislation to add the third year to existing community colleges, thereby "saving money and avoiding problems of transfer".

These incidents are representative of the pressures which are now exerted upon higher education. Businessmen expect pre-job training to be complete, members of state legislatures are interested in saving money and satisfying the businessmen at the same time. Students who are caught in problems of transfer no longer meekly accept the college's decisions, and often complain to their senator or upon occasion seek redress in the courts.

Arbitrary decisions made by admissions officers and registrars are not accepted as final. The limiting of higher education as a privilege of the rich and the talented is also no longer favorably received. The public support for education is contingent upon receiving the kind of service the public wants--job preparation, low expenditures, and eliminations of transfer problems. While these demands may not always be possible to meet, the time for examining the policies and procedures traditionally acceptable in higher education has arrived and if colleges and universities don't do it, someone outside the institution will do it.

If all levels of education were focused upon one single purpose and were under the policy direction and implementation of one board and one executive, there might be fewer problems which could be labeled articulation problems. Even if this circumstance were the case, however, any movement from one level to another would result in readjustments. This is the case because problems relating to the transfer of students from one level of the educational ladder to another level result largely from the fact that students change their goals and quite often their goals do not coincide with those established by the institutions themselves. The general inflexibility of institutions at all levels in

accomodating to individual goals is a major factor in the difficulties encountered by students which are discussed under the label "articulation problems".

The major portion of articulation problems are related directly to matters which may be characterized as "the bookkeeping of education". The bookkeeping policies often seem to be more related to concepts of "crime and punishment" than they do to any basic understanding of how persons learn. In fact, the bookkeeping problems may be symptoms of much more deepseated philosophical positions.

Articulation problems are never truly "lain to rest" because as soon as a workable procedure is reached and/or a decision made with clear and certain understanding on the part of all concerned, there are personnel changes and new individuals who have no common background in reaching solutions begin to make decisions and thereby to affect the entire process. A number of specific instances may be pointed out to illustrate this unsettled state. For example: in one state an articulation agreement was reached after a number of meetings that a course in mathematics offered in seven junior colleges was equivalent to a specific junior level course which was a required prerequisite for higher mathematics in the university. This decision caused no difficulties until a new counselor was appointed in the University's Engineering College who began to require the students he advised to repeat the course. Result: loud protests, accusations of violating an agreement, and great unhappiness on the part of all concerned. When apprised of the earlier agreement, the counselor changed his requirements--but too late for more than twenty-five students who had been required to repeat a course.

A similar difficulty occurred when a new registrar was appointed in a state university. In addition to the state university, this state also supports ten community colleges and three state colleges. The new university registrar was unaware of the policies previously developed by his university regarding transfer students and unilaterally established several new transfer policies based on his experiences in another state which supported no community colleges. These policies involved acceptance of credits, computation of grade point averages, and the total amount of acceptable credit for physical education. Almost a year passed before anyone realized that these new policies were affecting adversely many students transferring to the university. In some instances transfer students were being required to repeat a full semester's work. The agreements and previously developed articulation policies had to be redeveloped because the new registrar had "refused" to acknowledge them.

Community colleges themselves often cause similar problems. A new business teacher in a community college became highly incensed over the refusal of a university to recognize the business law course he taught as equivalent to one the university offered at the senior level. This problem had been discussed and settled by mutual agreement several years prior to the junior college faculty member's employment. In fact, the state law in this instance clearly specified that the junior college could not offer courses beyond the sophomore level. State regulations permitted courses usually offered as upper division courses

to be offered only when required as a part of an occupational program. The new junior college faculty member learned of his mistake only after a number of heated exchanges.

These examples imply that there must be constant orientation, communication, and explanation of existing agreements and policies. There also should be continuous attempts to improve existing policies and procedures. The needs of the student should be considered more prominently in all discussions.

A major essential consideration in achieving a sound procedure for solving articulation problems is to eliminate the difficulties caused by rumors and semantics. This can only be achieved through sound research, both institutional research and the more generally applied educational research. One of the most comprehensive national studies relating to articulation was the Knoell-Medsker study which was published in 1965. The conclusion of this study has had a great influence in several states. Another is a 1969 study by the CEEB with Warren Willingham and Nubham Findikyan as the researchers. This study focused attention upon a number of problems which students face when transferring from one college to another. Fred Kintzer of UCLA is currently conducting a Nationwide Study of Articulation.

Articulation may be identified as the process which provides a continuous smooth flow of students from one level of education to another. Implicit in the process is the need for developing a systematic interdependence of the elements and activities influencing student progress.

Four areas of concern may be selected to serve as the focal points for developing solutions to the problems of articulation. These are: the student, the personnel services, the educational program, and the resources used in providing an educational program.

The student is often forgotten in the plethora of institutional problems which develop. He is the reason for institutionalizing the process of education; that is, the fact that he is multiple and he is complex makes it necessary to create institutions to provide for his educational needs. However, more often than not the development of tentative solutions to problems is conducted without concern for him. This concern should center around his personal goals, his personal characteristics, his previous experiences, his current choices, his resources, and his humanness. If he were single rather than multiple, solutions would of course be more easily determined. If his goals were unitary rather than various, it would be easier to coincide them with those of the institution. If his abilities and interests were narrowed and less diverse, institutional goals could be more easily defined. If we were providing education for automatons, the entire process would indeed be more simple. Since none of these possibilities are correct, a major area of concern in working toward solutions for articulation problems must be the student himself.

The personnel services which are available or which should be available provide the focus for a second area of concern. Attention must be given to the

role of those who are assigned the responsibility for these services; counseling, working with faculty, orientation programs, record keeping and record transmittal, financial aids, student activities, student recognition and honors, and similar procedural activities. Currently considerable reorganization is under way in most colleges and universities which may release to a far greater degree the professional services of those student personnel workers who are responsible for encouraging the development of these services to students.

The educational program itself provides a major area of concern as solutions are considered. It is in this area of concern that institutional autonomy and faculty feeling become most prominently displayed. The imagined consequences and deduced logic which most often influence decisions relative to the educational program are in many instances refuted by the research studies. This refutation is usually difficult to maintain, however, as a basis for policy decisions. Individuals, more of them than not, forget the research findings and return to their processes of internalized logic.

Some examples of problem areas may be briefly discussed in order to provide a basis for examining this area of concern:

1. Equivalency of courses. There is a great deal of discussion relative to the equivalency of one course to another. Scope and sequence statements, syllabi, course outlines, textbooks, all these and similar bases for judgment are used to determine whether the course a student takes at Institution A is equivalent to that offered in Institution B. A series or sequence of courses may be judged by titles and statements of intent and used to determine equivalency.

2. Grading standards may become a very important basis for developing judgments relative to a department, a division, or an entire institution. The tendency of a student to maintain a grade point average identical to or at least similar to his previous record is often used as a basis for decisions relative to other students transferring from the same institution. Articulation activities are quite often centered around the grading procedures and standards.

3. Grade point averages constitute a method of academic bookkeeping which is used in making basic decisions relative to an individual student's progress and prospects. Often his admission to the institution, his continuation in educational activities, his acceptance into certain classes, his career decisions are based upon grade point averages. The acceptance of grades from other institutions as a part of a grade point average, the use of the grade point average in decision making, the unforgiving nature of the grade point averages reemphasize the fact that the policies related to the formulations of grade point averages are of special concern in any articulation study.

4. Prerequisites are among the most influential areas of concern in developing solutions to problems related to articulation. The

sequential nature of many disciplines, i.e., from simple to complex provides an obvious basis for the procedures of using established prerequisites as a basis for further study.

5. The "balance" between general education and occupational education is also an example of a problem area which requires a solution. Each faculty arrives at a conclusion relative to this balance and becomes resentful at an implication that another faculty knows better than they what "ought to be". The student is quite regularly caught in the middle of this controversy.

6. The preparation of the faculty is an area of concern in developing solutions to transfer problems. Judgments are made on the basis of degrees held, areas studied, institutions attended, and similar quantitative information. These judgments affect the acceptance of the student's previously completed work as well as future directions of his study.

7. The procedures used in evaluating student progress is also an area of concern. Standardized tests, teacher made tests, and related combinations of these constitute a part of the problems. Other methods of student evaluation are also essential considerations in arriving at solutions to articulation problems.

The resources used in providing the educational program constitute a fourth focal point for developing solutions. The availability of facilities has a direct influence upon the decisions which an institution or a system of institutions must make relative to numbers of students. Quite often admission policies have evolved as a direct result of the limitations represented by the facilities which are available. Equally influential, however, are the differentiation of role and function among institutions. The calendars for academic year, the use of television, the provisions for individual work, the proximity of institutions, the accessibility of the programs--all of these must be considered while solutions are developed.

For these following ideas I am indebted to Dr. Frederick C. Kintzer of the University of California at Los Angeles (UCLA). He in turn has pulled these conclusions together from a survey of what the various states are currently doing in reference to articulation.

Impediments to smooth articulation of credits and courses on the university-senior college side are the tendencies to:

1. Formalize curricular changes arbitrarily and suddenly rather than cooperatively and with reasonable lead time (perhaps 18 months) extended to institutions from which students transfer.

2. Insist on detailed community college course investigation and an exact equivalency before granting transfer credit.

3. Refuse to consider acceptance of occupational-type courses which, in fact, may have value for baccalaureate degrees, i.e., data processing, agriculture, police science, aviation, real estate, etc., and exact limitations on the amount of transfer credit to certain fields, i.e., business education, physical education and music.

4. Shift courses from lower to upper division, and in general obliterate the separation between these two divisions while holding community colleges to specific definitions of lower and upper division.

5. Allow colleges, schools, or departments within the university to set widely differing requirements for major fields and for graduation.

6. Examine community college courses but not those of other senior colleges whose students seek transfer--thereby operating a double standard.

7. Require a higher grade point average for transfers than for native students to enter upper division work.

8. Ignore orientation programs for the transfer students.

9. Make the associate degree, where it is accepted per se, an absolute requirement for university admission.

10. Adhere to course acceptance practices that differ from statements given in catalogs and other information bulletins.

On the other hand, articulation is often hampered by the actions of the community colleges themselves:

1. Develop transfer courses without the cooperative consultation of senior institutions.

2. Fail to establish a system of managing articulation within the institution itself.

3. Rely on informal communication between community college professors and university professors rather than between counselors, or other designated articulation specialists.

4. Fail to offer prerequisites for a course normally regarded as intermediate or specialized, or if prerequisites are determined, fail to mention them in requests for recognition of the course.

5. Submit for university degree credit courses which contain a mixture of subcollegiate and collegiate materials, and

6. Fail to provide adequate transfer guidelines to students either through the counseling staff or by printed information.

Solutions to these impediments can not be left to chance. As was suggested earlier the solution must be developed which will in fact eliminate transfer problems insofar as possible. Now that most states have developed a multi institution approach to higher education, the ability of each institution to maintain its assigned role may well depend upon the alleviatior of articulation problems.

The various states have thus far used several different methods in attempting to solve the problem. There are three main approaches which might be described as categories of planning for solution of transfer problems. These are:

1. The Fragmented Approach
2. The Formal Agreement Approach
3. The Systemwide Curriculum Approach

In the first of these, community colleges typically negotiate agreements with individual universities or in some instances with departments or colleges within the structure. These are usually voluntary agreements which have little force except for moral persuasion. The community colleges generally carry an inferior rather than equal role in the development of such agreements.

Since this individual approach is not always dependable and since it is very time consuming, a formal approach has been developed in several states. In these instances (Florida and Illinois, for examples) a formally stated agreement is worked out. While many persons contribute to the development of the agreement, in the last step it is officially adopted by the responsible board or boards and carries the force of official policy. In this case once the policy is developed and adopted, there is little need to continue negotiation and discussion except for periodic review and revision.

The third approach is to develop a core curriculum or systemwide curriculum which is easily recognized and mutually accepted for transfer between institutions. States such as Georgia, Texas, and Oregon have adopted such an approach. The curriculum is enforced by the state level agency which is responsible.

Many states cannot be classified under any of these, however. The student still must peddle his own credits in the best way he can. Usually he has very little trouble, especially if his grades are A's or B's and his educational goal is clear. However, since bookkeeping practices vary widely among institutions of higher education students more often than not suffer some credit losses as well as uneasiness and insecurity.

The most productive approach, in my opinion, is the second one. If this type of agreement can be developed, the major difficulties are taken care of. A review of the major points in the Florida policy may serve to illustrate this viewpoint. The agreement, first adopted in 1961 and now revised and readopted in 1971, specifies the following purposes: (1) recommend specific areas of agreement between community colleges and state universities; (2) set forth

criteria for the awarding of the Associate in Arts degree; (3) define the Associate in Arts degree as a component of a baccalaureate degree; (4) provide for a continuous evaluation and review of programs, policies, procedures, and relationships affecting transfer of students; and (5) recommend such revisions as are needed to promote the success and general well-being of the transfer student.

The agreement itself includes provisions for:

1. A general education program.

2. A definition of the Associate in Arts degree which is the basis for transfer to the upper division.

3. The inclusion of the Associate in Arts degree as the first half of a BA degree.

4. The basis of accepting transfer students as juniors in the university.

5. The recognition of other degrees as contributing toward transfer as well.

6. A requirement that all departments publish their requirements and that all requirements be clearly stated in the institutional catalogs.

7. A requirement that complete academic records be kept.

8. The encouragement of experimental programs.

9. The establishment of a reviewal committee to coordinate all articulation activities.

This latter provision may be the most important one. The agreement specifies its duties:

1. Authorize professional committees or task forces consisting of representatives from both levels of higher education to facilitate articulation in subject areas.

2. Conduct a continuing review of the provisions of this agreement.

3. Review individual cases or appeals from students who have encountered difficulties in transferring from a community college to a university. Decisions reached by the coordinating committee will be advisory to the institutions concerned.

4. Make recommendations for the resolution of individual issues and for policy or procedural changes which would improve junior college-university articulation systemwide.

5. Establish the priority to be given research conducted cooperatively by the Division of Community Colleges and the Division of Universities in conjunction with individual institutions. Such cooperative research will be encouraged and will be conducted in areas such as admissions, grading practices, curriculum design, and follow-up of transfer students. Systemwide follow-up studies should be conducted, and results of these studies will be made available to all institutions at both levels for use in evaluating current policies, programs, and procedures.

6. Review and approve experimental programs as provided in item 10 of this agreement.

7. Develop procedures to improve community college-state university articulation by exploring fully specific issues such as academic record form, general education requirement, unit of credit, course numbering systems, grading systems, calendars, and credit by examination.

There is increasing evidence that this type of agreement enforceable by legal agencies may become more typical of the future than any other arrangement. While each state will undoubtedly formulate its own procedures consonant with the traditions and history of that state, there are certain guidelines which will be valuable for all situations. Some of these are:

1. In all matters the welfare of the individual student is of primary importance. No decision or policy should be enforced merely for the convenience of the institution.

2. In counseling individual students emphasis should be placed upon a realistic appraisal of demonstrated past performance and appropriateness of institutional and career choices.

3. Policies and standards should be clearly stated and objectively applied.

4. Procedures in evaluating and accepting credit should be uniformly and fairly applied to all applicants for admission.

5. There must be free, open and continuing communication between institutions regarding programs of students, pending changes therein, and development of new requirements.

6. Generalizations about institutions and/or student groups should be avoided unless there is adequate research data which warrant such generalizations.

7. There should be recognition of the fact that students who have problems, such as financial or family responsibilities, etc., will likely continue to have such problems and will need continued help.

8. In arriving at recommendations relating to solutions, all elements

(high schools, community colleges, universities, staff from coordinating agencies, faculty, students, etc.) should be represented.

9. Because articulation is both a process and an attitude, the machinery for achieving solutions to problems should involve voluntary and peer level participation on a collegial basis.

10. Since admission policies and similar regulations require official implementing action, Boards of Trustees, or Coordinating Commissions should approve such policies and/or regulations only when such are recommended by committees of professional persons specifically assigned responsibility to develop such statements.

11. State level action is not a substitute for local action. Each institution will need to provide specific feedback and other information to institutions within its own area.

12. Constant evaluation of procedures and other articulation machinery is necessary.

13. While systems of colleges or universities are generally public and therefore legal imposition of articulation activities is limited to public institutions, privately supported institutions should be involved insofar as they are willing to participate.

14. There must be continuous attention given to articulation procedures. New personnel at all levels in all institutions will need constant orientation to the previous history in the state.

In applying these guidelines there must be a statewide concern. All institutions must participate in the identification of problems, in the study of their effects, in the formulation of recommendations for solution, and in the implementation of procedures which will alleviate or eliminate barriers to smooth transfer.

Many hours of committee work will be required. Many compromises will result. Many research studies will evolve. Much clarification and definition of terms must occur. The process of articulation must be continuous, and centered primarily around the student himself.

ARTICULATION WITH THE HIGH SCHOOL

Introduction: Mr. Domingo Arechiga, Vice-President, Laredo Junior College, Laredo, Texas

Those of us in this room are very familiar with the value and the commitment that society has for higher education. What happens to our young people the first few years after they leave high school to a great extent determines the degree of happiness and degree of success that they as individuals have and the degree of success the city, the state, and the country will have.

Articulation between high school and college is an important role. Our panel will discuss what is being done in this important area.

Comments by Mrs. Bette Levra, Counselor, Douglas High School

We will probably hear four different definitions of "articulation". Because I am a dealer in communication, I will define "articulation" as "forms of communication". I tried to think why the high school and community colleges should articulate or communicate at all because we have separate identities, separate staffs, separate budgets, and separate curriculums. The only two things we seem to have in common are the students and education.

Due to the location of Douglas High School, the community college has to be the very best thing that happens to our graduates. Our students want small campuses and individually-oriented classes, and they want to be able to communicate with teachers and the security of having their friends around them. The courses in the community college are attractive, but the cost is the real drawing card. The fact that they think they are not going to get lost is another drawing card.

For whatever reasons students go to the community college, I think that the high school and community college should have more communication. It is like two divorced parents who share the kids every other weekend. We both love the kids, but we do not have a close knowledge of what the other is doing.

To insure the best educational experience in our county, there has to be a close relationship. How do we get knowledge of the community college? Informal relationships between students of the high school and the community college is the best communication. This kind of information, however, may be incorrect or biased. A suggestion to improve this is to get students together in small groups and let them communicate with correct information. We have community college students on our campus as tutors. Just by being there they sell the community college.

We have complaints about articulation concerning financial aids. If the community college could have small grants available to students, we could reach a lot more students and parents by giving many small grants rather than a few large grants.

Teachers in the community college and high schools should know one another personally for best communication. How can we coordinate a curriculum that means something to students for six years if we cannot coordinate the names of the people who communicate the curriculum. If the two common goals are the students and education, we must get together because the students cannot make a jump from grade 12 to grade 13 and have the curriculum not match in any way. There has to be some smooth movement, and it has to begin with people. Our students expect the high school to be the family; in small areas they expect the same thing from the community college.

Comments by Dr. John Myers, Dean of Students, Yavapai Community College

The status of the relations between the high school and the community college is good but could be a lot better. It will take a lot of individuals and professional people who are willing to work with positive attitudes.

The three-month transition from high school to community college is a problem area. We need more literature in the area of programs that are offered in the community college in addition to information in the catalog.

Another problem area is adequate testing and continuing follow-up. We receive no information from the high school now, and there is no information between other levels. In addition, there is an attitude problem concerning the image of the community college.

Identifying student abilities in terms of objectives and goals by sitting down on a one-to-one basis and continuing to work with them through school is another problem area.

How can the situation be improved? By specific people in specific areas in one-to-one informal relationships. A look at the career information available is needed.

What about the future? We will see more and more students enrolling. More coordination will be necessary as schools become a 24-hour-a-day operation. A change in attitude of all those in our profession is necessary if we are to become positive salesmen of our product.

Summary of Discussion:

The High School-College Coordinating Council uses a program of high school visitation which presents a lot of information in a short time and this is not

felt to be effective either. A student-to-student type of orientation appears to be effective.

The division between community college and high school is a problem area. A suggestion of joint-appointment of counselors between the community college and high school seems to hold promise. Vocational coordinators currently have joint appointments. Another suggestion was the use of university and community college faculty who are on the new calendar to visit high schools.

ARTICULATION WITH THE UNIVERSITY

by Dr. William Berry

Without attempting to trace the history of problems that have arisen in the long but only recently spectacular life of the community junior college in this country, it seems safe to proclaim that its relationship to the colleges and universities stands steadily at the head of the list. As the functions of this uniquely American institution are more broadly conceived, administrators and staff members find their physical and psychic energies directed toward coping with ever increasing numbers of issues, several of which have been well developed in the prior sessions of this conference. But those problems involving articulation with the university--our subject for this session--seem to have an air of special persistence about them. Often amoeba-like, they bulge here, recede there, sometime dividing into two or more parts, each with its own unique dimensions, yet with elements strongly similar to the parent problem.

Explanations for the existence of these problems, as well as our seeming inability to resolve them, are numerous and varied, and include, I suspect, those of status and ego on the part of many of us. Inasmuch as our mission this afternoon is to address ourselves to this area of articulation, it seems appropriate to preface any identification of problems of articulation with a comment about the present efforts being made towards easing the students' transition from one institution to another, particularly from the two-year to the four-year colleges. There does not exist, to my knowledge, statements of official position on policy by the legislature, the Board of Regents, the State Board of Directors of Community Colleges, or by any of the several County Boards of Governors which specify what the formal relationships should be between the two and four year colleges. The absence of such laws, policies or regulations does not admit, however, to the widespread practice of cooperation and the high level of good will and intent that exist between most of the institutions, including their administrators and faculties. Most of you have personally experienced, and indeed have been a part of this excellent relationship. One of the more successful attempts at solving inter-institutional problems is the work carried on by the unofficial group known as the Higher Education Coordinating Council, composed of the academic deans and registrars from each institution of higher education in Arizona. I say 'unofficial' because its being has never been authorized by anyone, and its actions are not binding on the membership. It is essentially a deliberation body--an educational Town Hall--where issues of common concern are brought and discussed. Among its successful attempts in articulation we could list the four point alpha grading system and the "early calendar," both of which will be used by most of the colleges next fall. The efforts of HECC are somewhat institutional in nature, and hold promise of increasing effectiveness in articulation, and perhaps we will want to discuss the potential of this approach in greater depth later this afternoon. We should

also give credit to the many department chairmen at the universities who have held state-wide meetings for their counterparts at the community colleges for the purpose of communicating changes in offerings, working towards uniformity of course titles, credit hours, prerequisites, etc., or at least exchanging sufficient information so that students' transfer problems are minimized. I would mention particularly the business ed and music people, and there are other notable cases, where a high degree of exchange of information and cooperation have been achieved. And work at both of these levels--institutional and department--is necessary to minimize the problems. A great deal of coordination is accomplished, in addition to that mentioned above, by the personal contacts, usually by telephone or note between faculty members of parallel positions in the two and four year institutions.

Now all of the inter-institutional effort results in the happy and fortunate situation in which the student who experiences problems in transfer is the exception rather than the rule, but to maintain this condition we must continue to examine the exceptions. Since its initial meeting in the Fall of 1968, HECC has picked up "signals" from a variety of sources--some unidentifiable--that the exceptions are really more numerous than we are willing to admit, and are typically unjustifiable. On occasion, "the signals" carry the threat that official action will be taken if we don't put our houses in order. The committee, in response to this situation, commissioned the development of a "position paper" which will be initially reviewed sometime this Spring. As a part of this work, a subcommittee selected a sample of the 2252 transferees of Fall 1970, and questionnaired them for the principal purpose of identifying what problems, if any, the students perceived as they transferred from one of the eleven two-year colleges to one of the three state universities. Among the problems most often identified was that of loss of credit in one or more of the following categories:

1. Courses in which they earned a grade of "D" or below

2. Courses taught below university level (often termed remedial or developmental)

3. Those where the total credits earned at the community college was greater than the maximum accepted for transfer (usually 63 or 64).

Now this is, I suspect, exactly the problem that most of us would have anticipated, and the categories of loss of credit are those we could have readily enumerated, for we have all worked with students who have experienced these problems. Too often, however, we may have been guilty of begging the question when answering the complainant's query of "why should I have lost credit".

The only other problem of some proportion, which was identified, related to the equivalency of courses. Although students lost very few credits in this category, many could not use the credits to fulfill other than an electives group. In some cases the students were required to repeat the courses at the university to meet the upper division or major or minor requirements of the department or the college within the university.

Now to make some judgment regarding the significance of these problems, we would need to quantify them, that is make an estimate of the number of students involved. It would be hazardous at this time, and probably inappropriate, to defend the results of the survey in terms of its statistical design or its sampling procedures, but it can be inferred from the data that from 1/4 to 1/3 of the 2252 transferees would be counted in one or more of the above categories.

Now I believe that the questions to which we must address ourselves would include:

1. Can we defend these cases in the proportions suggested by the data I have presented in terms understandable and acceptable to our several "publics"?

2. If not, can we work rapidly towards eliminating or significantly minimizing the numbers of cases which are apparently occurring?

3. Should there be some structure, more formal and explicit than exists to address the problems?

4. Must the legislature, or some other governing body, establish guidelines or perhaps definitive laws and regulations to prevent what some see as institutional provincialism at best, and at worst arbitrary and capricious behavior by administration and faculty which results in those problems of transfer between institutions?

Summary of Panel

Dr. Karl Dannenfeldt, Vice-President for Academic Affairs at ASU, in responding to Dr. Berry's presentation, stated that a similar study of all transfer students to ASU from community colleges had generally substantiated the findings of Dr. Berry's group as to the primary sources of transfer problems. The results of the report were being studied by ASU top administration and it was believed that the problems of transfer of grades will be resolved and that some adjustment in the number of hours accepted for transfer would be made.

Dr. Margaret Bogan, representing the State Board for Community Colleges, stated that the executive officers as well as the Board of Directors were extremely interested in improving the articulation between the community colleges and the three state universities and are willing to assist in any way possible to resolve student transfer problems.

Senator Harold Giss, the third member of the panel, stated that the legislators' concern for the problems of articulation resulted from requests from their constituents to assist their sons and daughters in resolving some of the problems they encounter ón transferring from the local community college to a state university. He reported that he was happy to learn that the institutions

were taking it upon themselves to find solutions rather than having solutions imposed upon them by governing boards or legislative action. He expressed the feeling that only through coordination and working together will the communi colleges and universities be able to maintain the many friends which they have in the legislature.

ARTICULATION WITH THE STUDENT

Mr. Jim Singleton, Assistant Dean of Students at Phoenix College, opened the panel discussion with the statement that he had requested the student panel members to discuss only the negative aspects of articulation as they found it in the high school, the community college, and as transfer students to the university. His reason for this approach was that, as a rule, panel members are inclined to discuss the positive features and gloss over or ignore the areas in which problems had occurred or are occurring.

Mr. Singleton then asked the students to respond to the question: What has been your personal experience with counseling at the high school, community college, and university? The general gist of the responses to the question was that, based on the experiences of the panel members, counselors were not doing an adequate job at any level.

The high school students saw the counselor as a person who would engage in social amenities with the student while the student was missing a class, or the counselor simply acted as a reflecting board to any statements made by the student. Neither of the high school students had received any prior communication or orientation from the community college in their area. The community college counselors, according to the students, also failed to provide adequate assistance. This was particularly true in the area of financial aids where students were frequently referred to the school catalog. Only at ASU did the student report what she considered proper counseling in the financial aids area, but her complaint was that the summer was almost over before she heard whether or not her request had been approved.

Members of the panel and student members of the audience expressed the opinion that the community colleges were failing in the responsibility of meeting the needs of minority students and those students coming from socio-economic depressed backgrounds. They expressed the belief that additional financial aid to needy students would be more appropriate than supporting an athletic program.

The panel agreed that there appeared to be a need for the counselor at the community college level to be more knowledgeable of the curriculum requirements of the universities and to be able to furnish accurate information on what courses would or would not transfer. Dissatisfaction was also expressed in the changing requirements in the university catalogs from year to year.

The discussion brought out that in the students' opinion the university should accept an Associate in Arts degree as representing the student's completion of lower-division work.

One panel member stated that she was not in total agreement with all the negative comments that had been made; she felt the counseling service was better than had been indicated. In her opinion the problems lay more with student apathy than with failure of the counselor. She stated that assistance was there but the student had to seek it.

The point was made that the university should attempt to change its image in the eyes of students. It is presently being viewed as a power structure where assistance is granted grudgingly. It should be viewed as a service structure where the sole purpose is to provide service to the student. It will be with this change that most of the problems that were discussed will be resolved.

Mr. Singleton, in his summary, reviewed the major points of the panel discussion and audience participation. He stated that it was well for administrators to receive this type of input in an informal, non-punitive situation which provided the students the opportunity to present their problems in an unreserved fashion.

SUMMARY

This Fourth Community College Conference was dedicated to an exploration of the scope of articulation: its goals, its problems, and suggested methods for its realization. The Conference Planning Committee extended invitations to Arizona legislators, members of the Board of Regents and the State Board of Directors for Community Colleges, interested citizens, district board members, and students, faculty and administrators at secondary school, community college and university levels. Hopefully, these Proceedings reflect community college articulation in its several aspects--with the university, the community, the high school and the student. Approximately seventy educators and students participated in the one-and-a-half day conference. A listing of the participants may be found following this summary.

Dr. Weldon P. Shofstall, Superintendent of Public Instruction of Arizona, opened the conference with a discussion of articulation between high school and college occupational programs, focusing on a career guidance program for Arizona high schools.

In succeeding sessions, speakers and reaction panels investigated the needs and problems of articulation in the various areas. Mr. Ben Cohen, State Community College Board member from Pinal County, led a discussion on college relationships with the community. Personnel from selected high schools and community colleges examined the effectiveness of articulation between those institutions. Dr. William Berry, Executive Dean of Phoenix College, chaired a panel of Arizona college and university educators on university-community college articulation. The final session found six students from the high school, the community college and the university presenting their views on how well the community college is relating to students past, present, and future.

Dr. James L. Wattenbarger, Director of the Institute of Higher Education at the University of Florida, brought together the threads of articulation in his address on the "State of Articulation in the Community College in the United States". Dr. Wattenbarger has been active in the community college movement for many years. He helped conceive the current plan for Florida junior colleges and brought it to fruition while serving as Director of Community Junior Colleges in the Florida State Department of Education.

Arizona State University, the State Board of Directors for Community Colleges, and the conference coordinator are deeply indebted to the panelists and the other participants that contributed so much to the success of the conference. A special note of thanks is extended to the members of the Conference Planning Committee who devoted limitless time and energy in the production of the conference.

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Bogart, Dr. Quentin J.--Arizona State University
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Cassity, Galen H.--Arizona State University
Christy, Mrs. Margaret--Board of Regents
Clarkin, Tom--Yuma High School
Cline, Harry--Tucson Daily Citizen
Cohen, Ben--State Community College Board
Cole, Georgia--Pima College
Condon, Dr. John T.--State Community College Board
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Cullen, Joe--Arizona State University
Curtis, Dr. Dean--Eastern Arizona College

Dannenfeldt, Dr. Karl--Arizona State University
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Elson, Miss Ellen A.--Arizona State University

Dunn, Mel--Arizona State University

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Gonsalves, Margaret--Arizona State University

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Sorenson, Edwin R.--Eastern Arizona College
Squires, Carl E.--Glendale Community College
Stevens, Dr. Larry--Scottsdale Community College
Stine, Donald--Scottsdale High School
Stout, Dr. Minard W.--Arizona State University

Tate, Dr. Donald J.--Arizona State University
Thomas, Jr., Alfred--Arizona State University

Vinson, George--Arizona State University

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